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ABSTRACT

This report on gifted education is based on surveys returned by central education agencies in 49 states, the District of Columbia, Guam, and the Virgin Islands. The first section contains informational charts which provide a broad overview of state level services for gifted students. Included are data on the level of personnel support for the program, whether or not the state has a mandate and what the mandate requires, the number of students served by the program, and the level of financial support for these services. The second part of the report contains narrative information from state and trust territories on topics related to school reform. This section shows the impact that issues such as middle grade reform, site-based decisionmaking, and state education agency reorganization have had and are having on services to gifted students. Finally, the third section contains the names, addresses, and telephone numbers of contact persons at state education agencies and state associations. (DB)

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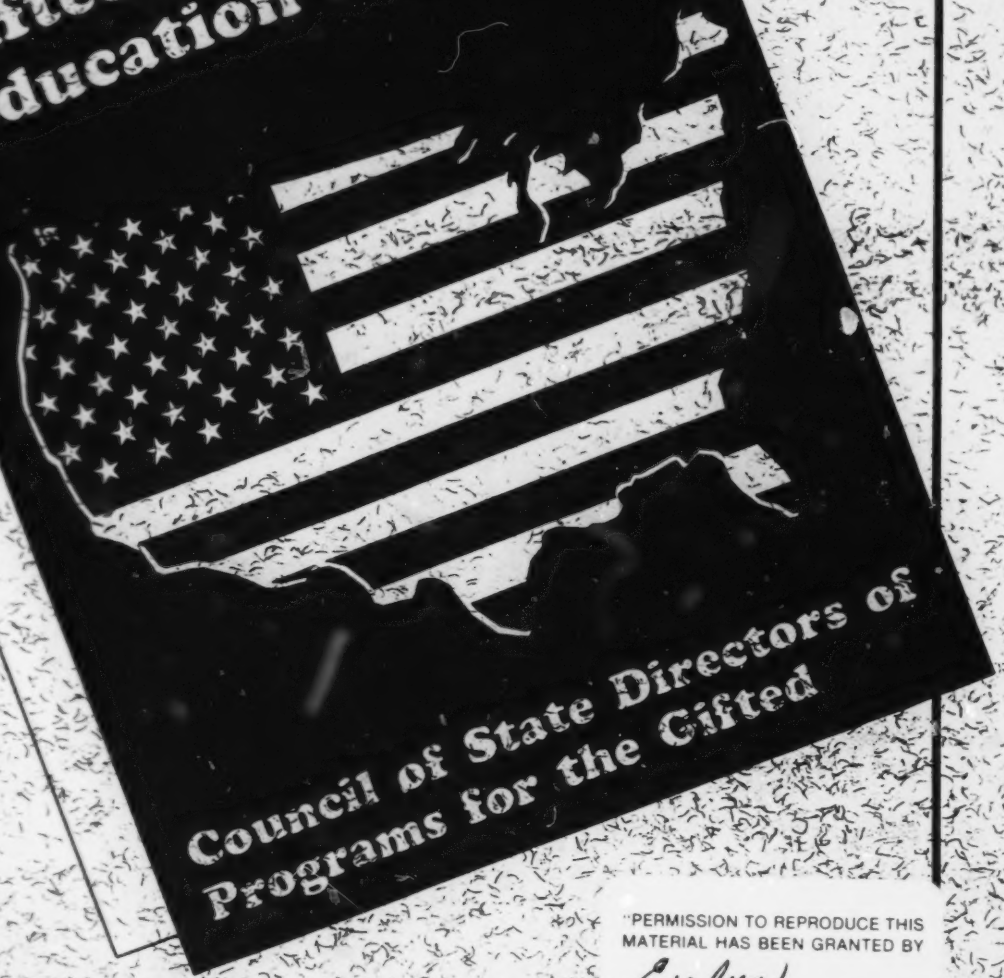
The 1994 State of the States Gifted and Talented Education Report



Council of State Directors of Programs for the Gifted

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Introduction

The *1994 State of the States Report on Gifted Education (SOS)* is the fourth such report published by the Council of State Directors of Programs for the Gifted (CSDPG). It is based upon surveys sent to the central education agency in 50 states, the District of Columbia, and seven trust territories. Compilation of the *SOS Report* addresses one of the goals of the CSDPG: to disseminate timely information about current services for gifted and talented students in the United States.

Forty-nine states, the District of Columbia, Guam, and the Virgin Islands returned a survey or provided information in a telephone interview. This report of the survey results is divided into three sections. The first contains informational charts that provide a broad overview of state level services for gifted students. It includes data on the level of personnel support for the program, whether or not the state has a mandate and what that mandate requires, the number of students served by the program, and the level of financial support for these services. The second part of the report contains narrative information from state and trust territories on a variety of topics related to school reform. This section provides an impression of the impact issues such as middle grade reform, site-based decision making, and state education agency reorganization have had--and are having--on services to gifted students. While all responding states completed most of the survey, some did not answer the narrative questions. These states are not included in Section Two. Finally, the third component of the report contains the names, addresses, and telephone numbers of contact persons at state education agencies and state associations.

Special thanks goes to several of the state directors who assisted by reviewing both the original survey and the reported results. Frank Rainey, Cindy Brown, Martha Bass, and Michael Hall assisted in the development of the survey and the time and effort they spent on it was greatly appreciated. Donnell Bilsky edited and compiled information from the states and her assistance was invaluable.

Evelyn Levsky Hiatt
President, Council of State Directors
of Programs for the Gifted

Overview

The CSDPG's survey typically contains detailed questions about state policies and procedures regarding the assessment of and services for gifted students. The 1990 version, the last one to be published, contained a wealth of information about all aspects of state programs and programs in the local districts. However, it was just at that time that it was getting more and more difficult, even for state program directors, to provide definitive responses to multiple choice surveys.

The intervening years have not made it easier. Deregulation makes it harder and harder to accurately assess what services are taking place in districts. State governments are organizing and reorganizing in an effort to conform to reform. Indeed, the various movements that make up educational reform cause many in gifted education to reassess their programs. The thoroughness of the 1990 SOS made it possible for the council to rethink its survey. The council decided that the 1993 survey, which serves as the basis of this report, would focus on the bare necessities in terms of state data on gifted education. Many of these issues will be addressed in greater detail in later reports by the council. Instead of that, the council chose to develop a baseline report of how educational reform is impacting services to gifted students.

There is broad consensus that services for gifted students are in serious jeopardy throughout the country. While this is no doubt true in various locations, there is also a tremendous vitality in the field. The state directors find themselves actively working with other educators on the issues of site-based decision making, middle school reform, tracking and grouping policies, and state department restructuring. All of these efforts affect services to talented students; however, it is not a given that all of the impact is negative. It is clear from the responses of state consultants that more collaborations are being formed, that more communication is taking place, and that gifted education is a hotly debated issue. It's almost a case of "Be careful what you wish for." For years, leaders in the field of gifted education were left out of reform discussions--now they find themselves in the center of many of those conversations.

Even though this survey focuses on educational reform, it is only a baseline report. Many states are actively at work on a variety of issues that have yet to reach the final stages. It is very evident, however, that gifted education is not on the sidelines, but rather is a partner, in educational reform. Joanne Rand Whitmore says that the basis of a partnership is the equal status of the parties. As we advocate for many of the educational reform issues, we also are gaining advocates for challenging and appropriate services for all students in our schools.

Should you wish to recommend future studies for the council, please feel free to contact us with your suggestions.

Informational Charts

There are five charts in the following section of the report. A brief description of the information included in each of the charts is included below, as well as a brief summary of the major findings. The numbers of respondents for each section is provided, but it is important to remember that not all state directors answered each question in the section.

Chart I: State Support

(Forty-nine states, the District of Columbia, and two trust territories responding)

Although only three states (Maryland, Nevada, and Vermont) report having no person with assigned responsibilities in the area of gifted education, 13 other states report having less than .5 full-time equivalent positions (FTEs) devoted to gifted education.

Of the 52 respondents to the survey, comparisons between the 1990 survey and the 1993 survey can be made in 45 cases. Of those, 30 states reported having fewer FTEs assigned to gifted education than they did in the *1990 SOS Report*. No state reports an increase in personnel since 1990 and 15 report no change. While the decline in personnel reflects a disturbing pattern, it also must be remembered that education agencies have lost employees in most areas as state governments decrease the total number of their workforce.

Directors were asked to tell where gifted education was placed within the state department. Seventeen states house their services for gifted students in special education, nine in elementary/middle/high school divisions, and 21 in curriculum and instruction. Other organizational options included, as examples, Special Populations, Equity and Special Programs, Professional Development, and School Improvement. However, as indicated in Question One of the narrative summaries, reorganization of central education agencies is ongoing and several directors indicated that changes were being planned.

Chart II: State Funding

(Forty-nine states, the District of Columbia, and two trust territories responding)

Information provided in this section explains the level of state funding for local district programs--states said they had funds allocated specifically for gifted/talented education.

Some directors indicated that there were funds available through weighted pupil formulas. In 1990, 37 states reported that $394,874,326 had been expended on gifted/talented programs. In 1993, 32 states reported that they spent $496,270,185. Two states, Florida and Texas, account for $181,151,486--over

one-third of the total amount. A total of 16 states spend $10 million or more. While this increase seems significant, when one considers the increase in students identified for services, the per pupil allotment actually is less than in 1990.

Fourteen states reported an approximate per pupil amount for state expenditures. Amounts varied from $55 per student of total ADM (Arizona) to $6,000 In the Virgin Islands. Twelve states limit funding to a certain percentage of the school population. In half the cases, the funding limit is five percent of the total population; the Pennsylvania limit is the highest at 15 percent.

Chart III: State Mandates and Regulations

(Forty nine states, the District of Columbia, and two trust territories responding)

Considering the concerns voiced about the future of gifted education, perhaps the most astonishing fact discovered through this survey was the increase in the number of states mandating either identification of or services for gifted students. While 26 states reported mandated services for gifted/talented students in 1990, 33 reported having such a mandate three years later. Five states mandate identification of gifted students, but did not have an accompanying requirement for services. One state--New Hampshire--mandates services, but not identification.

Not all states with a mandate for services provide state funding to support those services. Twelve states with mandates report no specific funding for gifted students; however, eight states without a mandate have funding for services related to gifted education. Of the five states (Colorado, Connecticut, Delaware, New York, and Ohio) that have a mandate to identify, but not serve, students, only New York and Ohio provide funding for gifted education.

Chart IV: State Policies and Practices

(49 states and two trust territories responding)

This chart explains where services for gifted students are mandated and whether or not a teacher endorsement is required. Thirty-one of 33 states with mandates responded to a question regarding the grade level at which services must be provided. Five states begin their services for gifted students at the pre-kindergarten level; 18 begin in kindergarten, and three begin in first grade. Five states have other alternatives. South Carolina, for example, mandates its program in grades 3-12, Mississippi in grades 2-6. Eleven states have a required number of minutes that services must occur each week. An those states, amounts of required time vary from 150 minutes per week to self contained classrooms in the Virgin Islands.

Seventeen states have an endorsement in gifted education for teachers. Three states with no mandate for services--Delaware, North Dakota, and Ohio--are

Numbers included in the narrative information on the charts may not add up to the total number of respondents. Not all surveys included answers to every question.

included in that number, while sixteen states with mandates do not require an endorsement. Two states, Texas and Virginia, have an optional endorsement.

Chart V: Program Population

(48 states, the District of Columbia, two trust territories responding)

Thirty-three states provided student number counts for the population of their gifted program. While 35 states reported identifying 1,803,280 students in 1990, the 33 states reporting in 1993 identify 2,375,922. Forty-three states provided the percentage of students from the total population and one state, Delaware, reported the percentage for grades 2-6. Of the 44 states that provided information on the percentage of students served in gifted programs, less than half could report the ethnic composition of those programs. Twenty states, five more than in 1990, provided breakdowns of their student population.

Numbers included in the narrative information on the charts may not add up to the total number of respondents. Not all surveys included answers to every question.

I. STATE SUPPORT

I. STATE SUPPORT

STATE	FTE positions in SEA assigned to G/T	SEA includes gifted/talented education under its department of:				
		Special Education	Elem./ Middle/High School Education	Special Populations/ Programs	Curriculum and Instruction	Other
Alabama	.50	Yes				
Alaska	.10	Yes				
Arizona	1.80					Yes
Arkansas	3.00	Yes				
California	.50		Yes		Yes	
Colorado	.80				Yes	
Connecticut	1.50	Yes				
Delaware	.05					Equity & Special Programs
District of Columbia	7.00		Yes		Yes	
Florida	1.00	Yes				
Georgia	3.00				Yes	
Guam	34.00	Yes				
Hawaii	2.00				Yes	
Idaho	1.00	Yes				
Illinois	.25				Yes	
Indiana	3.00					Center for School Improvement & Performance
Iowa	.35				Yes	
Kansas	.05	Yes				
Kentucky	1.00	(Statutorily)				Professional Development
Louisiana	1.00	Yes				
Maine	1.00					Division of Special Services
Maryland	0				Yes	
Massachusetts	.25				Yes	
Michigan	1.00				Yes	
Minnesota	.20					Graduation Standards Team

I. State Support (continued)

STATE	FTE positions in SEA assigned to G/T	SEA includes gifted/talented education under its department of:				
		Special Education	Elem./ Middle/High School Education	Special Populations/ Programs	Curriculum and Instruction	Other
Mississippi	2.00					Special Projects
Missouri	2.00				Yes	
Montana	1.00				Yes	
Nebraska	.20				Yes	
Nevada	0		Yes			
New Hampshire	.10		Yes		Yes	
New Jersey	.50				Yes	
New Mexico						
New York	1.00		Yes		Yes	
North Carolina	1.00	Yes				
North Dakota	.75	Yes				
Ohio	2.00	Yes				
Oklahoma	1.90				Yes	
Oregon	.15	Yes				
Pennsylvania	.95	Yes				
Puerto Rico						
Rhode Island	.30					Integrated Social Services
Saipan						
South Carolina	1.00	Yes				
South Dakota	1.00		Yes			
Tennessee	.60	Yes				
Texas	2.00				Yes	
Utah	.30		Yes		Yes	
Vermont	0					
Virgin Islands	1.00		Yes		Yes	
Virginia	2.00		Yes			
Washington	.50				Yes	
West Virginia	1.00	Yes				
Wisconsin	1.00					School Improvement
Wyoming	.10			Yes		

II. STATE FUNDING

II. STATE FUNDING

STATE	State funds are allocated specifically for services for gifted/talented students	Amount of state funds disseminated for services to gifted students		Funding is provided:			Approximate per pupil amount for each identified student	State limits funding to a specific percentage of students	Percentage
		1991-92	1992-93	For all districts by mandate	Through discretionary funding, based on application	Through other sources			
Alabama	No	Not available	Not available			Allocation of state funded teacher units based on child count		No	
Alaska	Yes	$9,132,000	$9,352,000	Yes			$1,500.00	No	
Arizona	Yes	$100,000	$100,000	Yes	Yes	3% of ADM when application requirements are met	$55 per student of total ADM	No	
Arkansas	No	$8,080,033	$8,107,122	Yes				Yes	5%
California		$32,000,000	$31,000,000		Yes		$100.00	No	
Colorado	No								
Connecticut	No								
Delaware	No					Academic Block Grant		No	
District of Columbia									
Florida	Yes	$120,768,186	$130,551,486	Yes	Yes		$4,604.43 per FTE	No	
Georgia	No	$29,839,210	$35,763,301			FTE formula		No	
Guam	No			Yes	Yes	DOD, Chapter 2		No	
Hawaii	No	$214,353	$249,811	Yes				No	
Idaho	Yes	Ancillary positions only	$200,000		Yes	Ancillary staff reimbursed at 80%		No	
Illinois	Yes	$10,059,600	$10,059,600		Yes		$117.61	Yes	5%

II. State Funding (continued)

STATE	State funds are allocated specifically for services for gifted/talented students	Amount of state funds disseminated for services to gifted students		Funding is provided:			Approximate per pupil amount for each identified student	State limits funding to a specific percentage of students	Percentage
		1991-92	1992-93	For all districts by mandate	Through discretionary funding, based on application	Through other sources			
Indiana	Yes	$5,903,741	5,903,741			Grant application for planning; 1st year implementation or continuation of program	Ranges depending on size of district	No	
Iowa	No					Local property tax with approval from state department of education		No	
Kansas	Yes	$6,820,954	$8,065,040	Yes				No	
Kentucky	Yes	$6.0 million	$5.9 million	Yes				Yes	.5%
Louisiana	Yes	No set appropriation--only teachers salaries				MFP formula for special education teacher salaries		No	
Maine	No					Local	No, approved program costs	Funding is through formula reimbursement of approved program costs	Approved programs may serve up to 5% in academics, 5% in Arts
Maryland	Yes	$1.6 million	$1.4 million		Yes	Chapter 2		No	
Massachusetts	No		$400,000			For an academy for high school students in math/science			
Michigan	Yes	$9,128,100	$9,128,100		Yes		$88.00	Yes	5%
Minnesota	No					Local and state funding can be applied to services for the gifted but is not required		No	

II. State Funding (continued)

STATE	State funds are allocated specifically for services for gifted/talented students	Amount of state funds disseminated for services to gifted students		Funding is provided:			Approximate per pupil amount for each identified student	State limits funding to a specific percentage of students	Percentage
		1991-92	1992-93	For all districts by mandate	Through discretionary funding, based on application	Through other sources			
Mississippi	Yes	$16.8 million	$16.8 million			Teacher units based upon number of identified students		No	
Missouri	Yes	$16 million	$16 million		Yes			Yes	5% academic; 2% fine arts
Montana	No	$276,000	$276,000		Yes			No	
Nebraska	No							No	
Nevada	No	Not available	$9,307,517			May use special education unit funds for GT positions			
New Hampshire	No							No	
New Jersey	No								
New Mexico									
New York	Yes	$13.3 million	$13.3 million			Formula		No	
North Carolina	Yes	$25.8 million	$26.5 million	Yes		LEAs may choose to provide additional funds	$630.63	Yes	3.9%

II. State Funding (continued)

STATE	State funds are allocated specifically for services for gifted/talented students	Amount of state funds disseminated for services to gifted students		Funding is provided:			Approximate per pupil amount for each identified student	State limits funding to a specific percentage of students	Percentage
		1991-92	1992-93	For all districts by mandate	Through discretionary funding, based on application	Through other sources			
North Dakota	No	$149,375	$180,233		Yes		No	No	
Ohio	Yes	$18,188,447	$18,396,506		Yes			No	
Oklahoma	No--weighted formula	$32.9 million	$39.8 million	Yes			$735.00	No	
Oregon	No							No	
Pennsylvania	No			Yes--special base				Yes	15%
Puerto Rico									
Rhode Island	No	$622,500	$300,000			Not funded in '93-94		No	
Saipan									
South Carolina	Yes	$22 million	$22 million	Yes			$475.50	No	
South Dakota	Yes	$1,150,000	$1,135,000	Yes				No	
Tennessee	No					State special education funds based on amount of time served		No	
Texas	Yes	$45.1 million	$50.6 million	Yes--$500,000 set-aside for technical assistance/ professional development activities			$325.00	Yes	5%
Utah	Yes	$1,132,000	$1,200,000	Yes				No	
Vermont	No								
Virgin Islands	No				Yes		$6,000.00	No	

II. State Funding (continued)

STATE	State funds are allocated specifically for services for gifted/talented students	Amount of state funds disseminated for services to gifted students		Funding is provided:			Approximate per pupil amount for each identified student	State limits funding to a specific percentage of students	Percentage
		1991-92	1992-93	For all districts by mandate	Through discretionary funding, based on application	Through other sources			
Virginia	Yes	$19,487,000	$20,046,000	Yes		Governor's School Program	$30.00 per pupil for the total district enrollment	No	
Washington	Yes	$5,067,272	$4,898,728			By application	$380.18	Yes	3%
West Virginia	No					Yes		Yes	4% in Grades 1-8; 6% in 9-12
Wisconsin	No					Competitive grant		No	
Wyoming	Yes	$350,000	$350,000		Yes		$150.00	Yes	3%

III. STATE MANDATES AND REGULATIONS

III. STATE MANDATES AND REGULATIONS

STATE	Mandate requiring identfication of gifted/talented students	Mandate requiring services for gifted/talented students	Mandate is required through:			
			State law	Administrative rule	SEA guidelines	Other
Alabama	Yes	Yes	Yes			
Alaska	Yes	Yes	Yes			
Arizona	Yes	Yes	Yes			
Arkansas	Yes	Yes				Standards for Accreditation
California	No	No				
Colorado	Yes	No		Yes		
Connecticut	Yes	No	Yes			
Delaware	Yes	No				
District of Columbia	No	No				
Florida	Yes	Yes	Yes	Yes		
Georgia	Yes	Yes	Yes			
Guam	Yes	Yes	Yes			
Hawaii	Yes	Yes	Yes	Yes		
Idaho	Yes	Yes	Yes			
Illinois	Yes	Yes	Yes			
Indiana	No	No				
Iowa	Yes	Yes		Yes		
Kansas	Yes	Yes	Yes			
Kentucky	Yes	Yes	Yes		Yes	
Louisiana	Yes	Yes	Yes			
Maine	Yes	Yes	Yes			
Maryland	No	No				
Massachusetts	No	No				
Michigan	No	No				
Minnesota	No	No				
Mississippi	Yes	Yes	Yes			
Missouri	Yes	Yes			Yes	
Montana	Yes	Yes		Yes		
Nebraska	No	No				
Nevada	No	No				

III. State Mandates and Regulations (continued)

STATE	Mandate requiring identfication of gifted/talented students	Mandate requiring services for gifted/talented students	Mandate is required through:			
			State law	Administrative rule	SEA guidelines	Other
New Hampshire	No	Yes				
New Jersey	Yes	Yes		Yes	Yes	
New Mexico						
New York	Yes	No	Yes			
North Carolina	Yes	Yes	Yes			
North Dakota	No	No				
Ohio	Yes	No	Yes	Yes		
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	Yes	Yes	Yes	
Pennsylvania	Yes	Yes	Yes			
Puerto Rico						
Rhode Island	No	No				
Saipan						
South Carolina	Yes	Yes	Yes			
South Dakota	Yes	Yes	Yes			
Tennessee	Yes	Yes	Yes			
Texas	Yes	Yes	Yes	Yes		
Utah	Yes	Yes			Yes	
Vermont	No	No				
Virgin Islands	Yes	Yes			Yes	
Virginia	Yes	Yes			Yes	
Washington	No	No				
West Virginia	Yes	Yes	Yes			
Wisconsin	Yes	Yes	Yes	Yes		
Wyoming	No	No				

IV. STATE POLICIES AND PRACTICES

IV. STATE POLICIES AND PRACTICES

STATE	Grades at which services are required				State requires students to be served a minimum period of time per week	Amount of time required	State requires an endorsement in gifted education for teachers
	All grades, boginning with pre-k	All grades, beginning with kindergarten	All grades, beginning with first grade	Other			
Alabama		Yes			No		Yes
Alaska	Yes				No		No
Arizona		Yes			No		Yes
Arkansas		Yes			Yes	150 minutes	Yes
California					Yes	200 minutes	No
Colorado					No		No
Connecticut					No		No
Delaware					No		Yes
District of Columbia							
Florida		Yes			No		Yes
Georgia	Yes				Yes	5 segments (one segment = 50 minutes)	Yes
Guam	Yes				Yes, but board policy, not law	3 hour minimum	No
Hawaii				As resources are available	No		No
Idaho		Yes			No		No
Illinois		Yes			No		Yes

IV. State Policies and Practices (continued)

STATE	Grades at which services are required				State requires students to be served a minimum period of time per week	Amount of time required	State requires an endorsement in gifted education for teachers
	All grades, beginning with pre-k	All grades, beginning with kindergarten	All grades, beginning with first grade	Other			
Indiana					No		No
Iowa		Yes			No		No (but will take effect 10/1/95)
Kansas		Yes			No		Yes
Kentucky		Yes			Yes	225 minutes	Yes
Louisiana	Yes (ages 3-21)				Yes	2-1/2 hours, resource	Yes
Maine	Yes Due to fiscal crisis, full implementation postponed from 1991-92 to1995-96.				No		No
Maryland					No		No
Massachusetts					No		No
Michigan					No		No
Minnesota					No		No
Mississippi				Grades 2-6	Yes	5 hours	Yes
Missouri					Yes	3 hours	No
Montana		Yes			No		No
Nebraska					No		No
Nevada					No	Nevada Administrative Code recommends 150 minutes	No

IV. State Policies and Practices (continued)

STATE	Grades at which services are required				State requires students to be served a minimum period of time per week	Amount of time required	State requires an endorsement in gifted education for teachers
	All grades, beginning with pre-k	All grades, beginning with kindergarten	All grades, beginning with first grade	Other			
New Hampshire		Yes			No		No
New Jersey					No		No
New Mexico							
New York					No		No
North Carolina		Yes			No		Yes
North Dakota					No		Yes
Ohio					Yes	Resource Room, 5 hours; self contained, full week	Yes
Oklahoma			Yes		No		No
Oregon		Yes			No		No
Pennsylvania		Yes			No		No
Puerto Rico							
Rhode Island					No		No
Saipan							
South Carolina				Grades 3-12	Yes	Yes Grade 3, 125 min./ week; grades 4-8, 200 min./week; grades 9-12, 250 min./week	No
South Dakota			Yes		No		Yes

IV. State Policies and Practices (continued)

STATE	Grades at which services are required				State requires students to be served a minimum period of time per week	Amount of time required	State requires an endorsement in gifted education for teachers
	All grades, beginning with pre-k	All grades, beginning with kindergarten	All grades, beginning with first grade	Other			
Tennessee	Yes				No		No
Texas		Yes			No		Optional
Utah			Yes		No		Yes
Vermont					No		No
Virgin Islands				Grades 4-12	Yes	Self-contained classes	No
Virginia		Yes			No		Optional
Washington					No		No
West Virginia				Grades 1-8; Grades 9-12 exceptional gifted	No		Yes
Wisconsin		Yes			No		
Wyoming							No

V. PROGRAM POPULATION

V. PROGRAM POPULATION

STATE	Total number of students identfied and served in gifted/talented programs	Total percentage of state's student population identified as gifted	Percent of students by ethnic group									
			African American		Asian		Hispanic		Native American		White	
			All	G/T	All	G/T	All	G/T	All	G/T	All	G/T
Alabama	16,552	2.38	35.59	.15	.57	1.53	.32	.28	.85	.09	62.67	1.1
Alaska	4,696	4.0	*	*	*	*	*	*	*	*	*	*
Arizona	39,200		4	*	2	*	25	*	7	*	62	*
Arkansas	34,710	8.0	24	13	All other minorities: All students = 1%; G/T students = 1%						75	86
California	290,000	5.0	*	*	*	*	*	*	*	*	*	*
Colorado	Not available	Not available	*	*	*	*	*	*	*	*	*	*
Connecticut	16,871	3.5	All minorities: All students = 26%; G/T students = 15%								74	85
Delaware	Not available	5.0 (grades 2-6)	*	*	*	*	*	*	*	*	*	*
District of Columbia	Not available	9.0	*	*	*	*	*	*	*	*	*	*
Florida	74,572	3.54	24.49	6.21	1.66	2.91	13.65	5.36	.18	.15	60.02	85.38
Georgia	*	5.0	*	*	*	*	*	*	*	*	*	*
Guam	2,500	10.0-15.0	*	*	*	*	*	*	*	*	*	*
Hawaii	18,000	11.0	2.6	*	38.2	*	2.3	*	.3	*	22.7	*
Idaho	Not available	1.3	.5	.2	.98	1.49	7.21	.6	1.31	.06	90.0	97.0
Illinois	166,234 (91-92)	5.0	21.5	12.3	2.8	5.9	10.4	4.2	.1	.1	65.2	77.6
Indiana	85,192	8.9	10.9	4	1	1	2	1	.1	1	86	93
Iowa	*	4.0	*	*	*	*	*	*	*	*	*	*
Kansas	Not available	3.1	7.9	2.36	1.6	2.54	4.4	1.35	.7	.51	85	93
Kentucky	52,600	5.0	*	*	*	*	*	*	*	*	*	*
Louisiana	24,000	3.21	44.46	16.66	1.13	2.44	1.03	.95	.44	.26	52.9	79.68

*Data not collected.

*Data not collected.

V. Program Population (continued)

STATE	Total number of students identfied and served in gifted/talented programs	Total percentage of state's student population identified as gifted	Percent of students by ethnic group									
			African American		Asian		Hispanic		Native American		White	
			All	G/T	All	G/T	All	G/T	All	G/T	All	G/T
Maine	10,100	5.0	.62	*	.74	*	.35	*	.49	*	97.80	*
Maryland	90,222	12.0	33.6	*	3.7	*	2.7	*	.3	*	59.8	*
Massachusetts	Not available	Not available	*	*	*	*	*	*	*	*	*	*
Michigan	225,154	14.0	17	9.9	1.2	11	2.3	5.2	1.0	7.9	78.4	66
Minnesota	55,467	7.23	4	4	3	6	1	1	2	0	88	88
Mississippi	21,678	4.3	*	*	*	*	*	*	*	*	*	*
Missouri	24,877	5.0	*	*	*	*	*	*	*	*	*	*
Montana	Not available	Not available	.4	*	.7	*	1.3	*	9.2	*	88.4	*
Nebraska	18,600	10.0	*	*	*	*	*	*	*	*	*	*
Nevada	8,343	2.0	*	3.7	*	5.8	*	3.9	*	.6	*	85.9
New Hampshire	*	*	*	*	*	*	*	*	*	*	*	*
New Jersey	Not available	Not available	*	*	*	*	*	*	*	*	*	*
New Mexico												
New York	135,000	6.0	19.8	*	4.3	*	15.3	*	.2	*	60.4	*
North Carolina	88,450	8.0	30.24	8.06	1.04	1.77	1.10	.34	1.56	.63	66.06	89.2
North Dakota	1,107	1.0	1	*	1	*	1	*	6	*	86	*
Ohio	244,670	12.96	*	*	*	*	*	*	*	*	*	*
Oklahoma	61,082	10.0	10	4.7	1.2	1.8	3.1	1.5	13	8.2	72.6	83.7
Oregon	Not available	8.45	2.4	1.6	3.0	3.1	5.3	1.2	1.8	.05	87.5	93.7
Pennsylvania	79,756	4.61	13.42	1.32	1.70	5.75	3.04	.97	.09	9.20	81.73	5.25

*Data not collected.

V. Program Population (continued)

STATE	Total number of students identfied and served in gifted/talented programs	Total percentage of state's student population identified as gifted	Percent of students by ethnic group									
			African American		Asian		Hispanic		Native American		White	
			All	G/T	All	G/T	All	G/T	All	G/T	All	G/T
Puerto Rico	Not available	Not available	*	*	*	*	*	*	*	*	*	*
Rhode Island	*	3.5-5.0	6.5	*	3.0	*	8.0	*	.3	*	82.1	*
Saipan												
South Carolina	52,000	10.0	41.6	*	.7	*	.6	*	.2	*	56.3	*
South Dakota	6,515	4.4	.7	.2	.6	.9	.6	.3	13	5	85	94
Tennessee	18,626	2.0	*	*	*	*	*	*	*	*	*	*
Texas	248,769	7.0	14.30	8.11	2.17	4.1	34.94	19.23	.24	.15	48.35	68.37
Utah	Not available	Not all districts identify	*	*	*	*	*	*	*	*	*	*
Vermont	Not available	*	*	*	*	*	*	*	*	*	*	*
Virgin Islands	Not available	3.0	*	*	*	*	*	*	*	*	*	*
Virginia	121,598	9.2	25.5	11.1	3.3	5.1	2.5	1.3	.2	1	68.5	77.7
Washington	38,781	1.5	4	1.4	7	5.2	3	2	2.5	1	84	90
West Virginia	Not available	3.5	*	*	*	*	*	*	*	*	*	*
Wisconsin	Not available	15.0	8.9	*	2.1	*	2.6	*	1.3	*	85.1	*
Wyoming	Not available	3.0	1	*	1	*	6	*	3	*	89	*

*Data not collected.

STATE AND TRUST TERRITORY INFORMATION

*Data not collected.

Alabama

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No, reorganization is just beginning.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased. Yes. We have two IB programs, one in each of the two largest local education agencies. Advanced Placement courses are offered statewide.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Building Based State Support Team training is offered by the State Department of Education. It is encouraged but not required. I have no way to document its affect on gifted students.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery (example: basic mastery, advanced master) been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No.

7. **What are the greatest strengths in your state's program for gifted students?**

   - The mandate.
   - Teacher certification requirement.
   - Parent and student rights.

8. **What three things would most improve services to gifted students in your state?**

   - Additional State Department of Education personnel to review programs and provide technical assistance.
   - Certified gifted teachers in every local education agency.
   - Increased funding.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   I am not familiar with this report.

Alaska

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   We have been reorganized, but, outside of a cut in the amount of time I spend on gifted education, there has been no obvious change.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   No change.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No official policy although site-based management is catching on.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We are in the process of developing standards for "a world class education."

7. **What are the greatest strengths in your state's program for gifted students?**

   - It is mandated.
   - Lots of parent support.

8. **What three things would most improve services to gifted students in your state?**

   - An end to enrichment classes of any sort.
   - A mandate to provide acceleration, only.
   - Staff development.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Probably not. The reform movement has its own momentum and direction and gifted education is not on its agenda except to minimize or eliminate it to the extent that it is perceived as elitist or segregationist.

Arizona

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes, very little impact on gifted students.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Remained about the same. Yes, they are frequently used.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   It encourages some form of site-based management. In some cases it allows for more options for gifted students.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes. We are just collecting data from our first year of performance assessments. The data on gifted students in being evaluated now.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Our mandate.
   - Teacher endorsement.

8. **What three things would most improve services to gifted students in your state?**

   - Additional funding.
   - Additional personnel at the district level.
   - Personnel to travel to districts for assistance on site.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   No.

Arkansas

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, but no reorganization has taken place in Special Education, of which we are a part.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No official policy adopted. Several middle schools have Carnegie grants through the Arkansas Department of Education. For the most part, they work closely with our office to implement middle level philosophical principles but provide special services to gifted students.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No official policy adopted.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increase in College Board Advanced Placement courses, which are frequently used as a method of serving high school gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based decision making is encouraged. So far I have seen no effect on gifted/talented programs.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes, levels of mastery not established.

7. **What are the greatest strengths in your state's program for gifted students?**

   Flexible standards so that programs can be designed to fit the needs of the local district.

8. **What three things would most improve services to gifted students in your state?**

   Increased funding which would make possible:
   - Further staff development for administrators.
   - Further staff development for regular education staff.
   - Larger numbers of specialists in gifted education in local districts.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   No response.

California

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The California Department of Education has been reorganized several times over the past two years; usually because of a cut in state general fund support. Each time, the number of state staff have been cut, drastically reducing the amount of service we can provide to the field.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. The emphasis on heterogeneous grouping at the middle school level has been misinterpreted to mean that schools should not offer advanced learning opportunities. The result has been that education in general for middle school GATE students has become less challenging than in the past.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Yes, however, the state and national push towards heterogeneous grouping has resulted in fewer advanced learning opportunities at all levels, in spite of the policy.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   IB courses have increased, but we are unable to give the statistics on AP courses at this time.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based decision making is of great interest, but there is no official policy.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No. We are working on student outcomes and competencies.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Tireless dedication of teachers and district administrators.
   - Strong California Association for the Gifted.
   - State funding.
   - Adequate state law and regulations.

8. **What three things would most improve services to gifted students in your state?**

   - National policy on importance of educating gifted youth.
   - Increased funding.
   - Staff development for teachers.

California (continued)

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

Depends on the report, at this time we have not seen it.

Colorado

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased. Yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. In a number of cases, site-based decision making has led to the elimination of district-level gifted/talented coordination; has also led to elimination or decrease of gifted/talented programs at the site level due to budget and/or program priority setting.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   In process of doing so now. Will be in the form of state model content standards and assessments.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Support of State Board of Education and State Department of Education.
   - Strong State Advisory Committee for G/T Education.
   - Presence of nationally recognized experts in gifted education in state.

8. **What three things would most improve services to gifted students in your state?**

   - Preservice teacher education/staff development.
   - State funding, including funds for administrative services at SEA.
   - Endorsement for teachers.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Unknown.

Connecticut

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes. New commissioner; hierarchy was somewhat flattened; bureaus were reshuffled under different associate commissioners. Little effect under new organization.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No general policy has been articulated yet, but the State Board of Education has recently adopted position statements in two areas of special education, both of which have implications for grouping. The statement on students with disabilities advocates inclusion "to the maximum extent appropriate." The statement on gifted students is considerably more "centrist." It views the regular classroom and specialized groupings as complementary settings, with neither being a substitute for the other.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Advanced Placement (AP) courses have increased over the years. In the past two years they have leveled off, with 75% of high schools participating--the highest rate in the country. AP is used as a "regular education" modification for gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No official policy--yet.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Competencies are being revised, as are mastery levels.

7. **What are the greatest strengths in your state's program for gifted students?**

   The greatest strengths are:
   - Excellent quality of teachers of the gifted and talented.
   - Variety and sophistication of program models.
   - Flexibility to conduct programs which meet local needs. Several districts have been very resourceful in reconfiguring their programs in response to dwindling funds and trends in education reform.

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Connecticut (continued)

8. What three things would most improve services to gifted students in your state?

- Increased funding.
- Mandate to serve gifted students.
- Endorsement for teachers.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Hopefully it will have a positive impact, bolstering our recently adopted position statement on education of the gifted and talented.

Delaware

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The department was reorganized into teams such as Equity and Special Programs, Assessment, and Curriculum. I am assigned to Equity and Special Programs, but serve on four of the teams. When the reorganization took place, I was working about half time on gifted and that has dropped to about five percent.

   Also, the legislature eliminated many of the line item categories, such as gifted education, ESC, and counseling, and folded all of the money into an Academic Block Grant. Districts can use this money for any of the purposes of the original line item categories. Some of the districts do still use some of their grant for gifted programs.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Delaware does not have a middle school report, but the Carnegie Report, *Turning Points*, has been widely disseminated. Many districts have focused on the recommendation relating to heterogeneous grouping and most middle school programs that served gifted students have been eliminated.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   There is no official policy on grouping, but districts are encouraged to use heterogeneous grouping when possible.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   About one-half of the high schools offer Advanced Placement courses and there are some honors courses for advanced students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No official policy.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We currently are working on standards and curriculum frameworks. There will be levels of mastery. Those currently being proposed are, "meets or exceeds standards," "approaches standard," "below standard."

7. **What are the greatest strengths in your state's program for gifted students?**

   - The ability to use meager resources creatively.
   - Very dedicated teachers.

Delaware (continued)

8. What three things would most improve services to gifted students in your state?

- Grouping for instruction.
- State funding.
- State mandate.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

I think the national report will be very helpful. Right now, I am determining how I think it could be used most effectively.

District of Columbia

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   State department of education has reorganized. The reduction of personnel assigned to the G/T program will decrease to some degree the amount of technical assistance provided to each local school program and the scope of the special G/T projects available to all students.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. Increased services are available to middle schools. These restructured middle schools will incorporate a specialized focus, i.e., math/science, humanities, etc.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No state policy.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The number of high school students participating in advanced and honors classes increases each year. These are course options that the majority of G/T students select for participation.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based management is an established policy. Support to the gifted programs at the local school level has increased.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Completion of the outcome-based curriculum is in progress.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Identification process based on multi-criteria and local school norms allows for inclusiveness.
   - Decentralized program design and accountability based on individualized needs.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.
   - Licensure for teachers of the gifted.
   - Local school G/T program coordinator (100%).

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Somewhat.

Florida

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Not applicable. The state department has not been reorganized.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   The state department has not issued a policy statement or report on middle school education.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   This question is not applicable to gifted programming in Florida due to the state statutes for funding for gifted and the State Board Rule 6A-6.03019.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   As to the exact increase or decrease in the College Board of Advanced Placement courses or IB programs, I cannot comment. At times these programs are used as a method for serving gifted students. However, high schools may still have the option to offer gifted programming courses as such for gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Although school districts in Florida use site-based decision making, programming for gifted is still based on State Board of Education mandates and related to funding for gifted students. Site-based decision making has not affected gifted programming at this point in time.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Currently the Florida Department of Education, Bureau of Education for Exceptional Students has challenge grants for gifted students in process which will address outcomes, assessments, and benchmarks for students who are gifted in grades K-12.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Florida statutes including gifted as part of exceptional student education.
   - State Board of Education rules pertaining to gifted.
   - Funding for gifted.
   - Parent advocacy groups.
   - State Program Specialist for Gifted to coordinate services.

Florida (continued)

8. What three things would most improve services to gifted students in your state?

Florida already has increased funding, a state mandate, and endorsement for teachers. Services could always be improved by providing education about gifted students to parents, administrators, and other teachers, especially regarding identification of these students.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Not applicable at this time.

Georgia

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   During the past two years there have been two reorganizations of the Georgia Department of Education. These have resulted in one professional staff member of the Gifted Education Unit being transferred to the School Support Teams Unit and one secretarial position was transferred to another Unit. Unit staff has thereby been reduced from four professionals and two secretaries to three professionals and one secretary. Staff responsibilities, however, not only still include in-school gifted education (P-12), the Governor's Honors Program (GHP), and four scholarship programs, but additional duties have been added. Loss of this personnel reduces ability of the gifted education unit to devote the same amount of time to programs for the gifted.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Linking Services for Georgia's Young Adolescents (1993), Georgia Board of Education, is a report providing a comprehensive picture of the state of young adolescents, their public school education, and their overall well-being. Produced with funds from a grant by the Carnegie Corporation of New York as part of the Middle Grades School State Policy Initiative, the project director was Alice Smith, Georgia Department of Education Consulant for Middle School Incentive Grants. Discussions with Gifted Unit staff have resulted in Ms. Smith endorsing the concept of having a gifted education teacher represented on every middle school interdisciplinary team.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Georgia Department of Education *Regulations and Procedures for Gifted Students*, (Code IDDD, section 6, outlines the instructional delivery models (student grouping patterns) available to local units of instruction (LUAs). All 182 LUAs submit information on which instructional delivery models are used at the elementary, middle, and high school levels.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The number of Georgia high schools in which Advanced Placement (AP) courses were taught has increased from 276 during the 1992-93 school year (SY) to 307 for the 1993-94 SY.* There is currently only one International Baccalaureate (IB) program operating in Georgia. Criteria for high school classes designed as honors classes varies from LUA to LUA; therefore, the lack of standardization prevents classes with this label automatically qualifying as an acceptable delivery model for state funding. Identified gifted students may be served in these classes and qualify for state funding at the gifted weighted factor if the requirements of Code IDDD, section 6 are met.

   *This 11% increase includes both public and private funds.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Georgia does not have an official State Board of Education policy that deals with SBDM.

Georgia (continued)

6. Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?

Georgia state education law (the Quality Basic Education Act), requires a statewide uniformly sequenced core curriculum be developed and quadrennially updated by the Georgia Board of Education (GBOE). The Georgia Quality Core Curriculum (QCC) must be included in the curriculum in each LUA, which may expand or enrich as it sees fit. The GBOE approved Rule 160-4-2-.01 establishing 76 student competencies that each student shall be provided opportunities to master. No levels of mastery have been established for the QCC or the 76 student competencies. Gifted curricula shall incorporate the 76 student competencies and State Board of Education-approved curriculum, resource guides, and courses.

7. What are the greatest strengths in your state's program for gifted students?

- Three professionals and one support staff at 100% FTE at State Department of Education.
- Mandate embodied in state statute.
- Funding available in all 182 LUAs.
- Funding available for production of curriculum guides and teacher resource manuals.

8. What three things would most improve services to gifted students in your state?

- Appropriately differentiated curriculum - Curriculum guides and teacher resource manuals are being developed as appropriate examples for curricular development, not as mandated curriculum.
- Program evaluation - Evaluation of programs is necessary for improvement and continued development of gifted education; systematic evaluation will provide data for continued program development, staff development, and exemplary models.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The USDE report will have no impact on Georgia's gifted education.

Guam

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased. These options are not frequently used.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   There is a movement toward doing so.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes, basic mastery level. The outcomes have no affect on services to gifted students.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Teacher dedication.
   - Parent support.
   - Cultural diversity.

8. **What three things would most improve services to gifted students in your state?**

   - Adequate classroom space.
   - Staff development opportunities.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   No.

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Hawaii

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Schools have more flexibility in use of funds under lump sum budgeting. State is moving toward weighted funding for gifted and talented. But once the school receives the funds, it can use it for any program it wishes.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Yes, yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   State has an official policy that expects all schools to move into school/community-based decision making by the year 2000.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Task force has been commissioned by the Legislature to come up with performance standards. Report is due March, 1994.

7. **What are the greatest strengths in your state's program for gifted students?**

   Schools are attempting to identify in all seven intelligences and looking at our minority student population.

8. **What three things would most improve services to gifted students in your state?**

   - Weighted funding.
   - Endorsement for teachers.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   May help advocacy groups at school sites.

Idaho

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No. Only to the extent that a new state consultant position for Gifted and Talented was created this year. This should provide a network for disseminating information, improve the quality of inservice to teachers, and increase the awareness in the public eye of the necessity of providing for the special needs of gifted children.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes, the following sections can affect the delivery of services to gifted students at the middle school level.

   - Program...is characterized by flexibility. Provisions are made for individual differences and program changes as students, teachers, and other staff members see the need; ...provides for common and individual needs of students; ...uses all resource people available.
   - Course offerings...shall be offered...special courses for the accelerated, learning disabled, and handicapped.
   - Pupil personnel services...analysis of individual differences, including a planned and comprehensive testing program.
   - Quality and Improvement of Education Programs...The efficiency of instruction may be assessed by...evaluations, goal setting, and accountability...to the degree to which the individual needs of students are being met.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Unknown at this time.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No.

7. **What are the greatest strengths in your state's program for gifted students?**

   - State consultant for G/T education.
   - Funding for approximately 1/2 of state's districts through Special Education Ancillary reimbursement.
   - District's flexibility in program design.

Idaho (continued)

8. What three things would most improve services to gifted students in your state?

- Increased funding.
- Classroom teacher inservice.
- Endorsement at state level.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Unsure.

Indiana

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes, it has caused confusion and concern surrounding the grouping issue and appropriate services for gifted/talented students exists.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   - Use has increased, particularly with AP, since training for teachers is financed by the state.
   - These options are frequently used, particularly AP and honors; IB is still in the neophyte stage.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Indiana encourages site based management, referred to as extended management, through a legislative provision that allows schools to waive any State Board rule or statute, in the area of curriculum or textbook selection, that, in the opinion of the districts, is a barrier to change. Program is in early stages; too early to assess impact on services to gifted students.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Indiana has developed "Essential Skills for All Students." Content standards were adopted at the July, 1993 State Board meeting. Performance standards have not yet been developed. Development of such standards has been mandated for grade 10, by July 1, 1995. It is anticipated that these agreed upon essential skills will become the launching pad for differentiated curriculum and will provide a clearer focus on services to students.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Four state operated G/T resource libraries.
   - Strong network of G/T advocates.
   - Wide variety of state resources.
   - Willingness of model site personnel, and other educational leaders to extend their experiences and knowledge base to local school personnel throughout the state.

Indiana (continued)

8. What three things would most improve services to gifted students in your state?

- A formal recognition of the needs of the most able, and an expectation that those needs are addressed, whether through a legislative mandate or some other means.
- Increased funding.
- Increased staff development opportunities that are not only qualitatively different, but interface with a local plan that embraces change.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes, the report will impact our state G/T program in a positive manner through a formal recognition, and therefore validation, of gifted programming efforts. Anticipated changes include improved dialogue regarding integration of services and increased opportunities for collaborative efforts.

Iowa

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes. The effect was minimal. What has really cut into my time has been the addition of two other responsibilities: home schooling and strategic planning.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No, but I'm on a committee to draft a position paper on the issue--the agency does discourage tracking, but the paper will distinguish tracking from instructional grouping.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Small increase in AP, no IB anywhere that I know of. Honors classes have stayed about the same, which is to say they appear to be the most often cited service method after competitions and extra-curricular activities.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No official policy that I know of.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We tried to develop student outcomes. The effort was abandoned after two years work. We do not encourage schools to develop their own.

7. **What are the greatest strengths in your state's program for gifted students?**

   - It has lots of variety across the state.
   - It is not state funded, so the money cannot be taken away.

8. **What three things would most improve services to gifted students in your state?**

   - A willingness on the part of teachers and administrators to believe that gifted students have needs that schools should address.
   - Reduction in turnover among teachers of the gifted.
   - Law changes allowing closer department of education scrutiny of spending.

Iowa (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

I hope so. It may reinforce the efforts of people working in gifted education. Right now, we feel like the proverbial kid with his finger* in the dike.

*and toes, nose...

Kansas

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   We are in the process of reorganization and moving toward Quality Performance Accreditation; Outcome Based; Collaboration of Special Education/General Education. This has been a positive move for the most part, but all the votes are not in yet.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No. Work is underway.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   The existing policy relating to gifted education remains the same in writing, but districts have been allowed some latitude to try innovative practices.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased, yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   State is moving toward site-based management. Services are becoming more diverse.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Outcomes are not specific to gifted education. It is considered that outcomes are intended to meet the needs of all students.

7. **What are the greatest strengths in your state's program for gifted students?**

   There is a move toward more flexibility in identifying eligibility beyond a set of test scores; however, this is a bandaid on an elephant's behind. Curriculum based assessment is a plus. There is also a move toward class within class and collaborative teaming. This helps borderline gifted, but questionable for highly gifted students. We have teachers who care, and some administrators who understand and care.

8. **What three things would most improve services to gifted students in your state?**

   - Greater appreciation of the special needs of highly gifted students.
   - Improved teacher education to get us to really considering meeting needs one on one (individual goals and objectives).
   - Funding, of course, but the real strength for the rest of special education is through the federal government.

Kansas (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Very little, if any, at this time (because of a mind-set).

Kentucky

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, gifted education moved from the Special Education Division to the Division of Professional Development. A majority of the tasks which are ahead of us involve a great deal of professional development. Statutorally, gifted education remains in Special Education, which gives us the best of both worlds given the Reform Act and its ramifications.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Department of Education has co-sponsored or endorsed one publication which was the result of a Carnegie grant. Publication title: *Middlemorphosis.*

   Impact: Negative impact growing out of the confusion associated with not clarifying: (1) the difference between tracking and ability grouping, and (2) the distinctly different needs of gifted, and for that matter, all special needs children.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   The Kentucky Department of Education does not favor tracking as an instructional strategy at any level. KDE has trouble accepting ability grouping when it is overt--"instructional grouping based on needs, interests, and ability" is generally accepted as long as it is not a permanent arrangement. Advanced Placement programs take a little heat every once in a while, but is here to stay. KDE generally leaves it up to the individual districts to make the determination as to what is acceptable and what is not.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased somewhat. Yes, AP is a frequent service delivery method employed at high school.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   It is mandated for every school to have a site-based council by 1995. The gifted child/program can be very vulnerable if the chemistry of the council is anti-gifted. Luckily there is the mandate. Also, councils would like to get at the G/T dollars but cannot since G/T is a categorical budget item, and as such, only to be used for a specific population, etc.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No response.

7. **What are the greatest strengths in your state's program for gifted students?**

   The mandate, supporting guidelines, and the state funding. (And last, but certainly NOT least, a politically astute state parent group--the Kentucky Association for the Gifted.)

Kentucky (continued)

8. What three things would most improve services to gifted students in your state?

Increased funding, an extra professional staff member (or two), and a realization that certain minority leaders that demand entitlement (i.e., the numbers/demographics argument) are selling their communities downstream. Urging the pursuit of excellence in any community beats demanding entitlement anytime...this is my personal opinion regarding what is going on in our largest population center, (and I'm sure in other communities in other states). Again, this is an opinion and has absolutely nothing to do with KDE.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Uncertain.

Louisiana

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No reorganization since 1977.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No affect reported. Louisiana's gifted students are in Special Education.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No policy on grouping.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Cannot be substituted for gifted special education courses.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   We are under Special Education and state laws and regulations which all local education agencies must abide by.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Special education has not. Regular education has basic mastery levels, but gifted students usually easily meet these.

7. **What are the greatest strengths in your state's program for gifted students?**

   - A state mandate with legislative support since 1977 under the umbrella of Special Education.
   - Services provided for students ages 3-21.
   - Law provides for coordinators, as well as certified gifted/talented program teachers.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding - We need a federal mandate, and federal and state laws.
   - Teacher training - Regular education as well as special education on needs of gifted/talented students.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Difficult to assess at this point. Hope for creation of a new awareness of the needs of these children.

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Maine

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The Department of Education has not been formally restructured. The Department has been reorganized to accommodate a reduction in staff and the elimination of some positions. The Division of Special Education, which includes gifted and talented programs, has merged with Chapter 1 and Migrant Education and become the Division of Special Services. Cross-program and cross-division collaboration is pursued by the consultant for gifted education to link gifted education with restructuring initiatives.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   The Report of the Middle Level Task Force was issued by the Department of Education in June 1988. Many school districts adopted the middle school philosophy and reorganized junior high schools in varying degrees around the middle school concept. The report recognized the need to individualize instruction to address individual abilities and learning styles and stated many principles shared by gifted education. The implementation of cooperative learning practices and the elimination of ability grouping in middle school, however, seems to have limited opportunities for advanced learners. Increased communication about shared beliefs and the sharing of instructional strategies between middle school proponents and advocates of gifted education could serve to enhance middle school initiatives and assure that the needs of gifted students are met.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Maine's *Common Core of Learning* document, issued in July 1990, discusses the adverse effect of tracking and grouping practices in the traditional education system and expresses the concern that we underserve about half the student population. Heterogeneous grouping K-8 is widely practiced and is emerging and the secondary level as well. The document also recognizes that students learn at different rates and in various styles and states that students should be allowed "to arrive at the *Common Core* through uncommon means and in varying times." The challenge is in personalizing and individualizing instruction for all students in heterogeneous classrooms and schools in ways that meet particular needs of all students including the gifted.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The use of College Board Advanced Placement courses has increased in the past two years. This is an option frequently used as a method of serving gifted students at the high school level. Traditional honors classes are being eliminated in a few districts which are moving toward heterogeneous grouping in grades 9-12 leaving Advanced Placement courses as the formal mechanism to serve advanced learners at the secondary level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based management is gaining some favor at the local level. Impact on services to gifted students has not been determined.

Maine (continued)

6. Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?

Maine's *Common Core of Learning* generally describes the knowledge, skills, and attitudes (outcomes) that students should be able to demonstrate by the time they leave school. The Maine Educational Assessment Program is exploring the develoment of state performance standards (novice, proficient, advanced, distinguished). The State Board's Task Force on Learning Results will be recommending state standards for student achievement and school performance based on the *Common Core*. The task force envisions a learner-centered system with the promise that outcomes and assessments will be appropriate for all students.

7. What are the greatest strengths in your state's program for gifted students?

The state's program for gifted students provides a framework that supports diversity in programs/services based on individual student needs and local context. The guidelines and rules have in many ways anticipated concepts promoted by the restructuring movement (alternative assessments, personalized teaching-learning strategies, flexible pacing, etc.) There is on-going dialogue between the local and state level around reconfiguration and reconceptualizing of gifted education practice in the context of restructuring schools.

8. What three things would most improve services to gifted students in your state?

Three things that would improve services to gifted students would be the reinstatement of the postponed mandate; comprehensive professional development for regular educators, and discretionary funding to support innovation in programs/services for the gifted linked to restructuring efforts. A recognition of student diversity (of all kinds) in the reform conversation and a belief that all means *all* are fundamental to success.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The USDE report can support and inform key restructuring initiatives that in turn can help us meet the recommendations in the report. The Maine Educational Assessment program is increasingly performance-based, is moving toward including more open-ended questions, and will be developing multiple performance levels--novice, proficient, advanced, distinguished. State standards for student achievement based on Maine's *Common Core of Learning* and school performance standards will be developed over the next two years. This offers the opportunity to articulate how the needs of advanced learners must be met in a unified system that assures success for all students. The current rules governing gifted and talented programs, identification and services are generally in line with the recommendations of the report. Collaboration and shared responsibility of regular educators and gifted education specialist are essential if we are to find, develop, and serve talent in meaningful ways as the report suggests.

Maryland

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The Maryland State Department of Education continues to restructure service delivery based on school-based school improvement initiatives undertaken to improve students and school performance. The Department's 10 goals, the Maryland School Performance Program, an assessment, performance reporting and school-based planning initiative, and Maryland Learning Outcomes from service delivery to local education agencies and schools. Gifted education is a part of the comprehensive school-based school improvement planning.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   The Maryland Task Force on the Middle Learning Years issued "What Matters in the Middle Grades" (1989) with specific recommendations. The section on "Tracking and Grouping" is perceived by some as impacting gifted programs. The report calls for flexible grouping to meet specific needs rather than grouping by ability as indicated on standardized measures. Additionally, department support of school-based school improvement initiatives has emphasized success for all students based on developmentally appropriate expectancies.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Yes, yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   The Maryland School Performance Program, is a multifaceted initiative of assessment, data-base reporting, and student and school performance standards. School-based school improvement plans are to be developed by each Maryland school based on the state expectancy for site-based collaborative planning, using the analysis of data from multiple sources. This comprehensive school-based plan is expected to address the needs of all learners, including the gifted. School-Based Instructional Decision-Making based on analyses of data from multiple sources, along with priority and strategic planning are components of School Improvement Leadership Training at the Middle Learning Years.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Maryland Learning Outcomes have been adopted by the State Board of Education in science, mathematics, social studies, reading, and technology. Additional areas are up for adoption. The Maryland School Performance Assessment Program is a statewide criterion-referenced performance assessment program based on these learning outcomes. Five proficiency levels are established for each outcome of the content integrated assessments.

Maryland (continued)

7. What are the greatest strengths in your state's program for gifted students?

Maryland, as a non-mandate state, has benefited from the establishment of multiple state and local programs and a large (12%) identified population receiving services. This has flexibility and encourages innovative programming based on students' needs and available resources. Additionally, gubernatorial support has advanced local programs in mathematics and science. The Maryland Summer Center for International Studies spawned the Governor's International Education Initiative, a professional development program to train teachers for the academic year replication of the center model. Additionally, LEAs have adopted the Summer Center models, programs, and instructional strategies for replication or adaptation in academic year programs for the gifted.

8. What three things would most improve services to gifted students in your state?

Increased gubernatorial, state board and parent support has been indicated in Maryland in recent years. A State Task Force may be appointed by the State Superintendent to chart directions for the coming years.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The USDE report will serve as a critical resource if a state task force is appointed.

Massachusetts

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Department reorganization did not affect gifted education, but the education reform did establish an advisory council to State Board which encourages districts to provide programs for gifted students.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No policy statement.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No response.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   No response.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No response.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No response.

7. **What are the greatest strengths in your state's program for gifted students?**

   Seventy-six districts have programs they fund on their own. This commitment is crucial to programs.

8. **What three things would most improve services to gifted students in your state?**

   Increased funding.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   It already has started to impact our state's program for gifted students. We presented it to State Board in December, 1993.

Michigan

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   A reorganization of the Department was necessitated by a significant budget reduction; major service areas were consolidated and streamlined. The Office of Gifted Education remained with the Curriculum Development Program. This was beneficial, as this service area is responsible for the Model Core Curriculum Outcomes and is assisting in the development of a high school proficiency test. Being a part of this program area facilitates the needed communications to assure that the needs of high ability students are being addressed within the realm of major reform activities.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No such policy issued--local district decision.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No such policy--local district decision. However, phone calls indicate that many districts are implementing heterogeneous grouping and parents feel that the needs of their gifted/talented children are no longer being met.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Phone calls indicate that some districts are eliminating honors and AP courses in an effort to group heterogeneously, "untrack" the high school curriculum, and meet new core curriculum legislation. Exact numbers are not available. Indeed, these options are frequently used as a method of serving gifted students at the high school level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Although SBDM is a local district decision, legislation does state that school districts must have a school improvement process and that individual buildings must have a school improvement plan. Advocates for gifted education are encouraged to become members of school improvement teams, to assure that the needs of gifted/talented students are addressed.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   In 1991, the Michigan State Board of Education approved a State Core Curriculum and Model Core Curriculum Outcomes. Outcomes are set for each level of schooling (elementary, middle/junior high, high school). The core outcomes reflect standards that are high, clear, and comprehensive. Unfortunately, the tight timelines established for implementation by local districts has resulted in minimal compliance.

Michigan (continued)

7. What are the greatest strengths in your state's program for gifted students?

- Focus on comprehensive programming.
- Flexibility in setting local district standards.
- Summer Institutes for the Arts, Sciences, and Technology at 10 locations.
- Network of intermediate school district consultants (in all 57 ISD's) providing support to local districts.
- State level study committees addressing specific issues--gifted students with handicaps, social and emotional needs of the gifted, and gifted/talented students in vocational education.

8. What three things would most improve services to gifted students in your state?

- Commitment on the part of legislators, school boards, administrators, and teachers to address the needs of gifted learners.
- A better relationship with current reform efforts to ensure that the needs of gifted/talented students will be met within the entire school program.
- Continued and increased funding.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Many of Michigan's school districts have eliminated or decreased programming for gifted/talented students due to budget restraints. The USDE report will be used to educate local boards of education as to why such programming must continue. It will also be shared with legislative committees responsible for funding gifted education. Hopefully, it will help to ensure continued funding.

Minnesota

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, Minnesota Department of Education has undergone extensive reorganization. Most specialists, including the gifted specialist, were placed on either 1) service teams (provide services to customers in geographic region of the State) or 2) resource teams (provide research and development). The gifted specialist (one) was put on the resource team responsible for developing and implementing a new results oriented graduation rule. I was named acting Director of Graduation Standards and Assessment because the Commissioner of Education believes the new graduation rule should be appropriately challenging for all, *even the most gifted learners*. Gifted education throughout Minnesota will be positively affected by these changes, I think. A new specialist in gifted education will be hired to replace the vacancy left by my promotion.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   A report, as such, hasn't been issued. However, many MDE staff specialists have been helping districts to implement middle school reforms. In some places, this has resulted in the elimination of ability groups, honors courses, etc.--a "throw the baby out with the bathwater" approach. To combat this, the MDE and the Minnesota Association of Middle Level Educators (MAMLE) are cosponsoring a symposium next fall for over 200 administrators and teachers on "Middle Schools and Meeting the Needs of Gifted Learners." Jim Gallagher will help administrators in strategic planning and Mary Ruth Coleman will help teachers use instructional strategies in interdisciplinary teams.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Yes. The report (not a policy, actually) was written by the gifted specialist and school improvement specialist and represents a compromise approach, which has served gifted education and regular education quite well, I think.

   OBE, as presented by MDE, encouraged the use of flexible grouping and other grouping options as required by the needs of learners (see *Success For Every Learner: Gifted Learners and Outcome Based Education*, publication by MDE, 1992).

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   - Increased. We have state legislation that encourages the expansion of AP and IB with supportive funding for staff development, reduced exam fees, and so on.
   - Yes, among other options.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. SBDM has hurt gifted services in some districts and benefited gifted learners in other districts. New legislation requires all staff development plans written by the district or the site-based teams to include strategies for helping teachers to develop and implement "more challenging instructional activities."

Minnesota (continued)

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

- Yes. We have comprehensive outcomes (exit outcomes like "thinks purposefully") and content outcomes that encompass the academic disciplines.
- No. Minority interest groups felt this would ultimately limit low SES or racial minorities from achieving "advanced mastery" because opportunities might not be provided for them to achieve the highest level. Instead, we have first created an assessment model which provides for two additional levels beyond the level required for graduation (Level 4 - graduation). Advanced learners, therefore, can achieve a "Level 5" (in-depth knowledge and thought processes) in any comprehensive or content outcome. Some may achieve a "Level 6" (original, significant, contribution to the field as assessed by appropriate experts in the field).

7. **What are the greatest strengths in your state's program for gifted students?**

A shift is occurring from gifted education programs to a continuum of gifted services, which is flexible to varying developmental needs of learners. I believe Minnesota will be the first state to build advanced learning into a model of assessment, as well as its system of outcomes and standards. The new graduation rules provides for continuous progress. So, major gains will be happening because of the statewide initiative of the "results-oriented graduation rule" (to start in 1996). Many other traditional services for G/T learners exist, but I think the graduation rule should receive the focus as bringing the best, most far-reaching positive results for gifted learners.

8. **What three things would most improve services to gifted students in your state?**

- Increased funding for gifted services.
- Staff development on how to create challenging learning.
- Elimination of the belief in Minnesota that schools have always served G/T learners well. (Over 400 mandates were repealed by our legislature last year. Minnesota is an anti-mandate state).

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

This report will be effective PR that I can use to promote our need to have the new graduation rule be appropriately challenging for all learners, including the gifted. The State Board of Education has requested an analysis of how the graduation rule will affect G/T learners and the issues that need to be addressed. This USDE report will help me in that regard.

Mississippi

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Reorganized in February 1993; Gifted Education Programs is no longer located under Special Education. It is far too soon to be able to tell what effects this may have, but it is anticipated that the change will be positive.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   There is no such policy.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   There is no such policy.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The use of College Board Advanced Placement courses has been increasing for the past five years. This is one option available for serving academically gifted students at the secondary level, but many of the courses have no identified gifted students on that class roll.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Districts are encouraged to adopt some form of site-based decision making process. It has not had a noticeable impact on services to gifted students, although I feel quite certain there has been an impact at the local level.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes, but the level of competencies is basic or minimal. Some districts are allowing curriculum compacting as an option for gifted students, thus freeing additional time for independent projects or vertical enrichment.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Local district flexibility in determining assessment measures and programming.
   - Parental involvement in program development.
   - Growing involvement of districts with projects through NRC-G/T.
   - Strong desire on teachers part for increasing knowledge in gifted education.
   - Increasing commitment by local administrators for appropriate programs.
   - Increasing efforts in some districts to make the gifted program an integral part of the total education program.

Mississippi (continued)

8. What three things would most improve services to gifted students in your state?

- Increase in funds to provide more staff development workshops on gifted education.
- Development of a series of resource manuals for districts.
- Dissemination of research and best practices data to local districts through periodic publications.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

This report will not have an immediate impact. State regulations are based upon the Mississippi Gifted Education Act of 1989, thereby requiring a change in law before any major changes would be considered for regulations.

Missouri

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No response.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   It is used as a method of serving high school gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No response.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We have been in the process of becoming an outcome based state. The legislature has appropriated funds to form the New Standards Project.

7. **What are the greatest strengths in your state's program for gifted students?**

   The teachers and support from the gifted association.

8. **What three things would most improve services to gifted students in your state?**

   - State mandate.
   - Increased funding.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   No.

Montana

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The Montana Office of Public Instruction has been reorganized in the last two years. During the reorganization, the location of the gifted and talented education program was discussed. In Montana, gifted education services are defined as a part of the "basic" education for gifted students. This fact and the absence of federal requirements or funding resulted in the program being placed in the basic education division under curriculum services.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   International Baccalaureate programs are not used in Montana. Honors classes are utilized but no reporting is required. Some Montana school districts are feeling pressure from outside groups to eliminate or reduce the honor class offerings while others are slowly increasing their offerings. Some Advanced Placement classes are offered in 22 percent of Montana's one hundred and seventy high schools (1991 data). That is an increase of 5 percent from the previous year (1990).

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Montana does not have state required student outcomes but does require districts to write locally developed learner goals. The state accreditation standards provide model learner goals that the districts may adapt or adopt as appropriate.

   The model goals are benchmarked for primary, intermediate, and secondary levels. District goals, while mandated, are not required to benchmark these levels.

#6. (continued)

Ideally, learner goals would be written for each student in a gifted and talented education program which could then be assessed. However, the reality is that most programs are operating at or below basic service levels. Parents, program coordinators, and teachers are concerned that students are challenged appropriately. Active use of learner goals would help ensure that the level of challenge was appropriate.

7. What are the greatest strengths in your state's program for gifted students?

Three strength areas are vitally important for the past and present success of the gifted education programs in Montana.

- There is a high level of individual commitment to the needs of gifted learners on the part of many Montana educators. Educators do not have regularly available classes on gifted education, budgets are very tight, and distances are great. Most teachers pay their own way to the state convention and to special summer classes that are offered to extend their skills in working with gifted and talented youth. In their programs and classrooms, these teachers are working to make appropriate modifications to challenge students learning.

- The Montana Association of Gifted and Talented Education (Montana AGATE) has a strong membership of nearly 700 parents, teachers, and administrators. In a state with a low population, that membership indicates a strong desire to improve the offerings to able youth. AGATE provides student and parent scholarships, publishes newsletters and other documents on gifted education, and cooperates with other state curriculum groups to provide information and services.

- Project EDGE (Excellence in the Dissemination of Gifted Education) was a federally funded (Javits) program which selected forty teachers statewide to receive college training. These teachers attended summer school for two summers. Intensive education and training was provided. The participants (EDGE Scholars) then provided free inservice training to districts statewide during the two year duration of the grant. As a result, 21.9 percent of all elementary and middle school teachers in the state received some training in gifted education. Forty five percent of the state's elementary districts were involved in the training sessions.

8. What three things would most improve services to gifted students in your state?

- Funding - Currently only $149,250 per year is available to assist Montana's schools in gifted education. With 514 school districts, the funding does not go far. Fifteen percent of the school districts receive some state assistance for their program. Due to the limited funds, requests are capped at $5,000 per district for all but six of the state's largest districts. These districts may apply for up to $10,000 (based upon at least an equal match from local funds). Funds are pro-rated to give all districts an equal share. Currently, districts are receiving less than fifty percent of their requested amounts.

- Teacher Training - Montana has eight four-year colleges that train new teachers and graduate nearly 700 teachers each year. At those colleges, no professor has a degree in gifted education; only four professors are noted as having expressed a strong interest in gifted education and there is not a single regular session gifted education class taught. Course work in gifted education occurs as special session classes during the summer which are taught by local practitioners (Talents Unlimited, Project Success Enrichment, etc.) or by out-of-state professionals in the field. Subsequently, teachers with a strong interest are able to take some summer training (primarily at one institution) and attend the AGATE convention to educate themselves about the needs of high ability learners.

#8. (continued)

- Parent Advocacy - Parents in Montana have been active in AGATE and their home districts for the past decade. Recently, there has been an increase in the local parent advocacy as programs are eliminated, reduced, or threatened (despite the mandate for services) due to funding problems. Parents need to take a much more active role to ensure that their children receive appropriate services. Despite the active role that AGATE has taken and the state level advocacy, parents hold the key to influencing local districts and legislatures for future positive growth.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The federal report will focus upon the lack of challenge and ultimate failures in the education of gifted children in the United States. This will impact Montana by drawing the attention nationally to the expectation levels, and hopefully funding required to provide the challenging educational services required for our children to compete in the global world. Montana can then examine the report and set goals for the education of gifted students to increase the level of challenge and match the educational services to the level of need. Funding ultimately is the critical issue. The current state economy is not encouraging.

Nebraska

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes. Curriculum and vocational education are now on the same team. State funding for schools has been equalized, so equalization aid dollars that had been available for gifted students is no longer available.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Don't know.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes, definitely. Don't know.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No, but working on it at the local level and soon, at state level, too.

7. **What are the greatest strengths in your state's program for gifted students?**

   Greatest strength is the local districts' commitment to serve all students--including gifted.

8. **What three things would most improve services to gifted students in your state?**

   - Funding.
   - State mandate.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Not necessarily.

Nevada

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Basic Education Branch has been divided into two branches: (1) Elementary and Secondary Education and (2) Federal Programs. The G/T consultant position was not filled after a vacancy occurred. Budget cuts affected the discontinuation of this position.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Yes. These options are often used at the secondary level to serve gifted and/or high ability students by a majority of school districts.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Competencies have been established in major subject areas. *All* students must meet these competencies. At present these competencies have not affected services to gifted students.

7. **What are the greatest strengths in your state's program for gifted students?**

   - G/T teaching endorsement (September 1995).
   - Networking among G/T coordinators and teachers.

Nevada (continued)

8. What three things would most improve services to gifted students in your state?

- State mandate with funding.
- Expand districts' G/T programs to include all grade levels. At present most school districts primarily focus on instruction at the elementary level.
- Expand district's program to address G/T areas such as visual and performing arts, leadership, and creative thinking.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Not available.

New Hampshire

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, in process. I have no idea how services will be affected.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased, yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. No data on how it has affected services to gifted students.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Local control.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Probably not; we have a mandate/fund rule that has virtually shut down any change that has money connected. Even our domestic violence services are from a surcharge on marriage licenses.

New Jersey

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The appointment of a new commissioner created changes in administrative posts. The new leadership has put the state survey on hold. An ad hoc committee of superintendents was appointed to develop statewide initiatives, recommend code revisions, identify effective program prototypes, and create a "white paper." This has placed a hold on the revision of the state plan and state guidelines.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No. Traditionally local school districts determine the nature of programs and policies. There are over 600 school districts. Consequently, there is a great diversity of programs, from magnet to enrichment for all.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   From 1991 to 1992, there was an increase of 1,000 students taking AP courses and a slight increase in the state's average score on the exams. Yes, these options are used as a method of serving gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   SBDM is encouraged. It's impact on G/T has not been assessed but it is likely it has gone both ways.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes, for coursework, not necessarily G/T. Mastery levels are by grade levels. These standards have not yet been fully adopted.

7. **What are the greatest strengths in your state's program for gifted students?**

   - County consortia sharing programs/resources.

8. **What three things would most improve services to gifted students in your state?**

   - Funding.
   - A mandate with "teeth."

New Jersey (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

No.

New York

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   During the 1992-93 school year, the department was reorganized into interdisciplinary teams to replace the old structure of specialized bureaus and divisions. There are 24 regional field teams and 16 internal teams. The department's gifted specialist is on an internal team designated "Instruction and Program Development."

   Effect: In the past, requests for information or assistance would come from school personnel or private citizens directly to the gifted specialist, who would respond directly. Under the reorganization, a request comes to a team, which then consults with the specialist about how to respond. The result has been to delay responses and to reduce the possibility of follow-up questions or dialogue.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. Some statements in the middle school policy paper have been used by a few schools to justify doing away with gifted programs, honors sections, and other provisions for advanced learners. For example, schools are advised to "use student grouping strategies that maintain heterogeneous classes but group for specific purposes and for brief periods." Often overlooked are recommendations to recognize the importance of the individual, vary activities, use a variety of teaching strategies, and have schedules that permit flexible time assignments.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The use of Advanced Placement courses has increased, both in the number of high schools and in the number of students participating. They frequently are used to serve gifted students.

   There has been a decrease in the International Baccalaureate from a high of 13 participating schools in the mid 1980's to 8 participating schools in 1992. However, IB officials feel that there is some renewed interest for the 1993-94 school year. Not frequently used.

   Figures on the number of honors classes are not available. However, I have received reports that indicate that some schools are doing away with them. Frequently used.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. New York State requires each district to develop, by February 1, 1994, a plan for school-based planning and shared decision making. It is too early to know how this affects services to gifted students.

New York (continued)

6. Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?

New York State is in the process of developing student outcomes. There are ongoing discussions about different levels of mastery, but a final decision has not been made.

7. What are the greatest strengths in your state's program for gifted students?

- Personnel: The leadership provided by coordinators of gifted programs in the cities and regional education agencies; the commitment of teachers of the gifted.
- A state association that provides strong advocacy, supports local parent groups, and conducts an outstanding conference each year.
- Summer Institutes in Math and Science and the Summer School for the Arts.

8. What three things would most improve services to gifted students in your state?

- A more widespread understanding that talent development and equity are not incompatible.
- Endorsement for teachers of the gifted, since there is no separate certification for teachers of the gifted in New York State.
- Increased state funding.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The USDE report will probably have the most impact if it emphasizes the need for services that target gifted students within the broad education reform effort. However, the emphasis must go beyond current reform language that implies that "raising the floor for everyone" is sufficient for gifted students.

North Carolina

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Gifted education remained in Exceptional Children (as part of a support team for K-12).

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased, yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Encourages site-based decision making. Does not affect thus far as gifted education is mandated by state law.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery (example: basic mastery, advanced master) been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Not yet; in progress.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Strong support from Department of Public Instruction for gifted education.
   - The development of a curriculum framework based on North Carolina SCs and collaborative efforts in progress with general education.
   - Mandate for services.

8. **What three things would most improve services to gifted students in your state?**

   - A total restructuring to provide a more comprehensive plan to improve quality of service (identification, services, evaluation, learner outcomes).
   - Teacher training for general education teachers for collaboration efforts.
   - Increased funding.

North Carolina (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes. A more subjective, broader view of giftedness and more collaborative efforts with general education.

North Dakota

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. No information available as to how the report affected local district services to gifted students.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Remained the same. Yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. No information available as to how site-based decision making affected services to gifted students.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Student performance standards have been developed. Levels of mastery have not been established. No information available as to how the standards have affected services to gifted students.

7. **What are the greatest strengths in your state's program for gifted students?**

   New state guidelines and the availability of regional facilitators.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.
   - Change in teacher endorsement.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   Do not know at this time whether the report will impact the state's program for gifted students.

Ohio

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The SEA has been reorganized in the past year. The Division of Special Education and all other departments and/or divisions that impact direct services to students have been moved to the School Improvement Unit (SIU).

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   - Advanced Placement services are widely available in Ohio and continue to increase at a slow rate.
   - International Baccalaureate classes are available in a few Ohio high schools.
   - Honors classes are being maintained at high school level but are decreasing at middle school/junior high school level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   - Site-based decision making is utilized by an increasing number of Ohio school districts via the district's choice.
   - Result in some districts has been the reduction of central office staff who have responsibility for gifted education and reallocation of those persons/resources as purchased "materials" for regular classroom use.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   The state is in the process of revising all rules and regulations that govern the education of elementary/secondary students. The rules and policies for gifted education are part of that revision. Performance-based education is the overriding process of the revision. Target year for district implementation of the revised rules is 1994-95.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Multifactored identification process.
   - Funded coordinators with the responsibility to direct educational services for gifted children, K-12.

Ohio (continued)

8. What three things would most improve services to gifted students in your state?

- Assuring that parents are informed when their children have been identified as gifted.
- Provision of a continuum of services (preschool-commencement and regular classroom-multiple/flexible options).
- Appropriate services provided to each gifted child based on assessed needs.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

USDE report is critical for:

- Rules revision.
- Supporting better identification/services to underrepresented/underserved gifted populations.
- Attention to appropriate services to young gifted children as well as all gifted students.

Oklahoma

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Somewhat. It has had no effect on the work of the Gifted Section.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Advanced Placement courses and Honors classes have increased to a small degree. These options are often used as a major part of gifted programming at the high school level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based decision making was encouraged by our Reform Bill. Little difference has been noted so far.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Oklahoma does have Priority Academic Student Skills. Levels of mastery have not been set. It is unclear how this will affect services.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Flexibility (This is also a weaknesses).

8. **What three things would most improve services to gifted students in your state?**

   - Funding accountability.
   - Program monitoring.
   - Better preservice preparation for teachers.

Oklahoma (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

It is too early to tell; any change will be slow in coming.

Oregon

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Department of Education organized new divisions, 21st Century Schools, to support school reform. Also, standards group/division reorganized as "School Improvement" and is technical assistance rather than compliance oriented.

   Both of these moves included efforts towards G/T with coordinated technical assistance and enforcement with special education division. Actually improved visability and impact of mandate.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. Generally the hetero and interdisciplinary curriculum changes to LEAs, but includes developmentally appropriate language. This is actually set up cognitive dissonance in LEAs because they are not seeing ways to reconcile what they see as conflicting messages.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Not yet, but legislature has a bill that encourages heterogeneous grouping. Again, this may cause the effect stated in #2 above.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Decrease. Yes, it is viewed as an option. Decrease due to financial constraints in the state resulting from property tax limitation at LEA level and state inability to pick up difference in state funds.

5. **Does your state have an official policy, or does it encourage districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. Effect unknown as yet, but encouraging, though limited, effect in a few places.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes. Both basic and advanced. Unknown. Curriculum frameworks not done yet. In theory, this should not affect G/T students--just change the road map.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Mandates.
   - Focus on [rate and level] instruction.
   - Parental rights.

Oregon (continued)

8. What three things would most improve services to gifted students in your state?

- Wide scale teacher development/training.
- Weighted formula for G/T in school support fund.
- Full review of current regulations.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes. We will undergo full review of all G/T regulations and guidelines in 1993-95. The report will be critical information for those involved.

Pennsylvania

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   Yes, when in special education classes, there is no policy for basic education but heterogeneous grouping is very popular. It is devastating for the gifted in that it imprisons them in age/grade academics; they become teacher surrogates in cooperative learning groups; opportunities for appropriate learning at their depth and pace are greatly diminished; boredom and dislike for the low reading levels and poor content in such programs as "whole language" promotes lack of interest in school.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Decreased. Yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Yes. In some cases, it has focused programs and services and provided a stronger support team for both gifted students and teachers. In most cases, site-based management has turned into a principal dictatorship with such educational goals as "making all kids equal" and rigid rules.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Outcome based education has just begun in Pennsylvania. Local districts will determine standards to achieve outcomes.

7. **What are the greatest strengths in your state's program for gifted students?**

   - It is mandated in Special Education.
   - It includes both the need for acceleration and enrichment.
   - It provides procedural safeguards for students and parents.
   - It provides some state funding in the formula for special education.
   - A strong active parent group is involved statewide (PAGE).

Pennsylvania (continued)

8. What three things would most improve services to gifted students in your state?

- Endorsement for teachers.
- A strong public relations image, nationally.
- More and varied federal funding sources.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes. Districts will strive harder to provide appropriately for their gifted if they perceive it as a national concern with national directives.

Rhode Island

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Role remained the same and program responsibilities were maintained following reorganization.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   The Board of Regents supports the work of the Rhode Island Middle Level Educators (RIMLE) which includes both certification proposal and the development of a model middle school (8/13/92). The effect of this work on gifted students has not been studied.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No policy at this time.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   The Department of Education maintains information on AP courses only. From informal discussions with local G/T director, it would appear that AP and honors courses are used to serve gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   The Board of Regents has adopted basic guidelines regarding the decentralization of school governance (5/4/92).

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   A committee of local and state educators is developing a common core of learning which will be produced in draft form by mid-1994.

7. **What are the greatest strengths in your state's program for gifted students?**

   - A core group of committed and trained teachers.
   - Funding appropriate to the needs of all identified students.
   - Statewide identification measures.

Rhode Island (continued)

8. What three things would most improve services to gifted students in your state?

- Inclusion in all aspects of the education agenda at both local and state levels.
- Funding appropriate to the needs of all identified students.
- Statewide identification measures.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Increased visibility of program concerns.

South Carolina

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, gifted and talented programming has been moved from the Office of Curriculum Design to the Office of Programs for Exceptional Children. Effect has been mininal.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No, not specifically. The state department of education does, however, support inclusion practices and no longer encourages pull-out models.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Advanced Placement remains a very strong program. Although not funded under the gifted and talented program, it is considered a service to these students. The trend toward heterogeneous classrooms has resulted in fewer honors level classes. International Baccalaureate is only offered in one high school.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based decision making appears to be the norm. As a results, district coordinators have less input into models and curriculum being used. Appropriate staff development for all teachers and principals is even more critical than ever.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Our mandate.
   - The funding.
   - Our arts component.
   - Our increased efforts to serve minority students.

South Carolina (continued)

8. What three things would most improve services to gifted students in your state?

- A closer tie between identified student talent and service offered.
- Increased staff development in gifted education for all teachers.
- Teacher endorsement.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes, it will highlight the continued needs of gifted students and help those of us who are responsible for gifted programming to strengthen efforts to raise standards for all students (to raise the floor and the ceiling).

South Dakota

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Remained about the same.
   Used in some larger schools.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Many schools are studying site-based management. We have "local control" with gifted education in compliance with the state mandate.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Benchmarks in math and science are presently being developed--not in levels.

7. **What are the greatest strengths in your state's program for gifted students?**

   - There are many truly dedicated gifted instructors.
   - Active gifted association.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.
   - More administrative support.
   - Community understanding.

South Dakota (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

We nearly lost our line-item state funding for gifted education during the last legislative session.

Tennessee

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   There is no official policy, but services at middle school are decreasing.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   There's no official policy, but "best practices" do recommend heterogeneous grouping. This has had more impact than any legislation could have.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   These options have greatly increased, but these services are considered a form of tracking and therefore not reflective of best practices.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   It depends.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Yes, we are developing an outcome based, value added system.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Due process right.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.

9. **Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?**

   The report will make a big difference. I am already giving presentations to local boards, etc. on it. However, the National Research Center also has had a great impact, particularly in providing me with up-to-date research on critical issues.

Texas

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Our state department has been reorganized several times in the past two years. The Division for Gifted/Talented Education moved from Special Programs to Curriculum, Assessment and Professional Development. The move was positive--we are not viewed as an add-on anymore.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   The policy statement for middle grade education could have hurt gifted education. However the director of middle school services is a strong supporter and our two divisions share a Chapter 2/Carnegie grant on serving gifted learners at the middle school level.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No official policy--in fact we stress that grouping is a local matter. However, most districts think we have a policy.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   No dramatic increases yet, but legislation on AP just passed legislature and IB is gaining in support.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   All campuses must have a site-based decision making committee. Generally, this is hurting services because teacher training is less comprehensive and, if no overwhelming parental support, the cuts are easy to make.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Work in progress.

7. **What are the greatest strengths in your state's program for gifted students?**

   - The mandate.
   - Strong state association with 7,500 members.
   - Dedicated program staff in districts.
   - Interest at state agency level.

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Texas (continued)

8. What three things would most improve services to gifted students in your state?

- The National Report.
- Improved services for all students.
- Comprehensive professional development programs.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

The report has piqued interest in gifted education--more people are talking about it and serious about it than ever before.

Utah

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   The state office has been recently reorganized. The time spent by the G/T specialist was cut from 50% to 30%.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased. Yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   Site-based management is encouraged. The impact on G/T programs is barely noticeable, but probably in a positive direction.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Currently being developed.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Districts have a high degree of autonomy.
   - Districts who value G/T have exceptional programs.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.
   - State mandate enforcement.
   - Increased levels of endorsement.

Utah (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

No response.

Virgin Islands

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No policy or report on middle school education has been issued.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Honors classes have increased in the past two years, and they are used as a method of serving gifted students at the high school level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   There is a school based management team at each school; however, gifted and talented education is not represented.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   Student outcomes or competencies have been developed for each subject area.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Self-contained classes.
   - Average of 18 to 1 student-teacher ratio.
   - Classes meet five days per week.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding on local school district level.
   - Endorsement for teachers.
   - Funding for staff development for gifted education teachers.

Virgin Islands (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Increased awareness of the need for gifted education in the schools to serve the special needs of students who are above average in ability.

Virginia

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, reorganized in 1991. Little effect on the role of the state in support of gifted education. New superintendent who is supportive of programs for the gifted.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   Yes. Has helped *keep* gifted classes and cluster grouping alive and intact in the middle school.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No policy--only recommendations that are helping supporters of gifted education maintain appropriate instructional grouping practices for gifted students.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Yes, and yes.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   State is moving strongly towards site based decision making. Gifted programs are strong when there is active parent involvement and supportive local administration, and not as strong where local support is lacking.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   In process.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Funding and regulations.
   - Local advisory committees.

8. **What three things would most improve services to gifted students in your state?**

   - Greater LEA administrative support.
   - Greater LEA parent involvement.
   - Increased funding.

Virginia (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes. To assist LEA parents and professionals improve services to students.

Washington

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, moved supervisor from special education to curriculum. We are now in the process of another reorganization and I am not sure where gifted will be.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Has stayed about the same. These options are used in the state but generally are not just for "identified" gifted students.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   As of this year, there is a new reform bill in Washington which awards grants to districts using site-based decision making. They are still too new to see the effect.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We are just beginning the process.

7. **What are the greatest strengths in your state's program for gifted students?**

   - NWGCA/WAEGT.
   - The teacher and parents who support and provide programs for gifted/talented students.

8. **What three things would most improve services to gifted students in your state?**

   - Increased funding.
   - State mandate.
   - Endorsement for teachers.

Washington (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

At this time, I am not sure.

West Virginia

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   No.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Increased by state law and special funding. Yes, they are considered an expansion of gifted but they are not part of the administration through gifted education.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   In process.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   No.

7. **What are the greatest strengths in your state's program for gifted students?**

   - Mandate under special education.
   - IEPs.
   - Due Process/compliance/monitoring procedures.
   - Certification for teachers.

8. **What three things would most improve services to gifted students in your state?**

   - Increase in number of LEA gifted administrators.
   - Training money for teachers.

West Virginia (continued)

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Absolutely. This is the type of information that we need to justify services and create an awareness. We have nothing of this magnitude since the Marland Report.

Wisconsin

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   We are beginning our reorganization now, with the election of a new state superintendent, John Benson, who was inaugurated July 6, 1993.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   We have only suggestions in this area; local school districts decide their own policies.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   Advanced Placement courses have increased due in part of the reporting of the number of students taking AP courses and AP exams being included in our new statewide education report. Honors classes appear, however, to be diminishing in number.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   We have a law requiring all districts to consider looking at their school structure for decision-making, via a committee process. There is no requirement to force LEAs to be site-based.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   We have developed statewide educational goals in three categories: learner goals, instructional support goals, and societal support goals. We are in the process of creating outcomes and competencies.

   It is too early in the process to gauge effect on services to gifted students.

Wisconsin (continued)

7. What are the greatest strengths in your state's program for gifted students?

Sometimes, I think, our greatest strengths can also be our greatest weaknesses. Nevertheless, here are our strengths:

- An ambiguous mandate, encouraging schools to take innovative and unique approaches to meeting the needs of our gifted students.
- An on-site state audit process to determine school districts' effectiveness in meeting this mandate as well as 17 other mandates.

8. What three things would most improve services to gifted students in your state?

- Funding, if (I believe) it were in the form of grants which are non-competitive (entitlement-based).
- Provisions for more staff development for all teachers.
- Better pre-service education for all teachers in the area of gifted and talented, as well as for school administrators.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

Yes. I believe that one way in which it will have an impact is to show that gifted students needs exist and are not being met by the current educational system. It will point out some avenues for growth in our state in areas such as funding and staff development.

Wyoming

1. **Has your state department of education been reorganized during the past two years? If so, explain how the move affected the role of the state in supporting services to gifted students.**

   Yes, as staff is cut services are diminished to where technical assistance and fiscal management of the state allocation are virtually the only services now available.

2. **Has your state department of education issued a policy statement or report on middle school education? If so, explain how the report has affected local district services to gifted students.**

   No. Our state department operates in a local control state where policies at the state level are minimal and such decisions are made by local school boards.

3. **Does your state department have a policy relating to the grouping of students? If so, explain how the policy is affecting local district services to gifted students.**

   No.

4. **Has the use of College Board Advanced Placement courses, International Baccalaureate, and/or honors classes increased or decreased in your state's high schools in the past two years? Are these options used frequently as a method of serving gifted students at the high school level?**

   AP classes have increased and are frequently part of a school district plan to serve gifted students at the high school level.

5. **Does your state have an official policy, or does it encourage, districts to adopt some form of site-based decision making? If so, how has SBDM affected services to gifted students?**

   No official policy--decisions to participate and how to identify and serve G/T populations have always been a local decision.

6. **Has your state developed student outcomes or competencies? If yes, have levels of mastery been included and if so, what are those levels? How are these outcomes affecting services to gifted students?**

   In the process, midway through a seven year process; levels of mastery are determined at the LEA level as is their impact on services to G/T students.

7. **What are the greatest strengths in your state's program for gifted students?**

   - The dedication of teachers to provide services in times of program and budget cuts.
   - The diversity of services offered, particularly as they relate to our unique environment.
   - The interest in university personnel in offering support.
   - Continued legislative support.

Wyoming (continued)

8. What three things would most improve services to gifted students in your state?

- Greater legislative support through increased funding and direction.
- More visibility in the outcomes development process.
- Staff development for all staff in identification and location/development of services.

9. Will the USDE report on assessing and serving gifted students impact your state's program for gifted students? If so, what changes to you anticipate?

I'd anticipate little impact.

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